



General Assembly

**Substitute Bill No. 6835**

January Session, 2015



**AN ACT CONCERNING ENGLISH LANGUAGE LEARNERS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-17f of the general statutes is repealed and the  
2 following is substituted in lieu thereof (*Effective July 1, 2015*):

3 (a) Annually, the board of education for each local and regional  
4 school district shall ascertain, in accordance with regulations adopted  
5 by the State Board of Education, the eligible students in such school  
6 district and shall classify such students according to their dominant  
7 language.

8 (b) Whenever it is ascertained that there are in any public school  
9 within a local or regional school district twenty or more eligible  
10 students classified as dominant in any one language other than  
11 English, the board of education of such district shall provide a  
12 program of bilingual education for such eligible students for the school  
13 year next following. Eligible students shall be placed in such program  
14 in accordance with subsection (e) of this section.

15 (c) On or before July 1, 2000, the State Board of Education, within  
16 available appropriations, shall develop a state English mastery  
17 standard to assess the linguistic and academic progress of students in  
18 programs of bilingual education. On and after September 1, 2000, each

19 local and regional board of education shall assess, annually, the  
20 progress made by each student toward meeting the state standard. If a  
21 student is not making sufficient progress toward meeting the state  
22 standard based on the assessment, the local or regional board of  
23 education shall provide language support services to the student in  
24 consultation with the parent or guardian of the student to allow the  
25 student to meet the state standard. Such services may include, but  
26 need not be limited to, summer school, after-school assistance and  
27 tutoring. If a student meets the state standard based on the assessment,  
28 the student shall leave the program. Each local and regional board of  
29 education shall document on a student's permanent record the date the  
30 student begins in a program of bilingual education and the date and  
31 results of the assessments required pursuant to this subsection.

32 (d) Each local and regional board of education shall limit the time  
33 an eligible student spends in a program of bilingual education to thirty  
34 months, whether or not such months are consecutive, except that such  
35 time period may be extended in accordance with this section and  
36 summer school and any two-way language programs established  
37 pursuant to subsection (i) of this section shall not be counted. An  
38 eligible student may spend up to an additional thirty months in a  
39 program of bilingual education if (1) the local or regional board of  
40 education responsible for educating such student requests an  
41 extension of such bilingual education for such student to the  
42 Department of Education, or (2) the Department of Education makes a  
43 determination that an extension of such bilingual education for such  
44 student is necessary. The department shall use the standards  
45 developed pursuant to section 5 of this act in determining whether an  
46 extension of a bilingual education program for an eligible student is  
47 necessary. If an eligible student does not meet the English mastery  
48 standard at the end of the initial thirty months or at the end of an  
49 extension of the bilingual education program for such student, the  
50 local or regional board of education shall provide language transition  
51 and academic support services to such student. Such services may  
52 include, but need not be limited to, English as a second language

53 programs, sheltered English programs, English immersion programs,  
54 [tutoring and homework assistance, provided such services may not  
55 include a program of bilingual education] or other research-based  
56 language development programs. Families may also receive guidance  
57 from school professionals to help their children make progress in their  
58 native language. If an eligible student enrolls in a secondary school  
59 when the student has fewer than thirty months remaining before  
60 graduation, the local or regional board of education shall assign the  
61 student to an English as a second language program and may provide  
62 intensive services to the student to enable the student to speak, write  
63 and comprehend English by the time the student graduates and to  
64 meet the course requirements for graduation.

65 (e) Each local and regional board of education shall hold a meeting  
66 with the parents and legal guardians of eligible students to explain the  
67 benefits of the language program options available in the school  
68 district, including an English language immersion program, and any  
69 native language accommodations that may be available for the mastery  
70 examination, administered pursuant to section 10-14n, as amended by  
71 this act. The parents and legal guardians may bring an interpreter or  
72 an advisor to the meeting. If the parent or legal guardian of an eligible  
73 student opts to have such student placed in a program of bilingual  
74 education, the local or regional board of education shall place the child  
75 in such program.

76 (f) The board of education for each local and regional school district  
77 which is required to provide a program of bilingual education shall  
78 initially endeavor to implement the provisions of subsection (b) of this  
79 section through in-service training for existing certified professional  
80 employees, and thereafter, shall give preference in hiring to such  
81 certified professional employees as are required to maintain the  
82 program.

83 (g) The State Board of Education shall adopt regulations, in  
84 accordance with the provisions of chapter 54, to establish requirements  
85 for: (1) Such programs, which may be modeled after policy established

86 by the Department of Education for bilingual education programs; (2)  
87 local and regional boards of education to integrate bilingual and  
88 English as a second language program faculty in all staff, planning and  
89 curriculum development activities; and (3) all bilingual education  
90 teachers employed by a local or regional board of education, on and  
91 after July 1, 2001, to meet all certification requirements, including  
92 completion of a teacher preparation program approved by the State  
93 Board of Education, or to be certified through an alternate route to  
94 certification program.

95 (h) Each board of education for a local and regional school district  
96 which is required to provide for the first time a program of bilingual  
97 education shall prepare and submit to the Commissioner of Education  
98 for review a plan to implement such program, in accordance with  
99 regulations adopted by the State Board of Education.

100 (i) Each local and regional board of education that is required to  
101 provide a program of bilingual education pursuant to this section shall  
102 investigate the feasibility of establishing two-way language programs  
103 starting in kindergarten.

104 Sec. 2. Section 10-17g of the general statutes is repealed and the  
105 following is substituted in lieu thereof (*Effective July 1, 2015*):

106 Annually, the board of education for each local and regional school  
107 district that is required to provide a program of bilingual education,  
108 pursuant to section 10-17f, as amended by this act, may make  
109 application to the State Board of Education and shall thereafter receive  
110 a grant in an amount equal to the product obtained by multiplying the  
111 total appropriation available for such purpose by the ratio which the  
112 number of eligible children in the school district bears to the total  
113 number of such eligible children state-wide. The board of education for  
114 each local and regional school district receiving funds pursuant to this  
115 section shall annually, on or before September first, submit to the State  
116 Board of Education a progress report which shall include (1) measures  
117 of increased educational opportunities for eligible students, including

118 language support services and language transition support services  
119 provided to such students, (2) program evaluation and measures of the  
120 effectiveness of its bilingual education and English as a second  
121 language programs, including data on students in bilingual education  
122 programs and students educated exclusively in English as a second  
123 language programs, and (3) certification by the board of education  
124 submitting the report that any funds received pursuant to this section  
125 have been used for the purposes specified. The State Board of  
126 Education shall annually evaluate programs conducted pursuant to  
127 section 10-17f, as amended by this act. For purposes of this section,  
128 measures of the effectiveness of bilingual education and English as a  
129 second language programs include, but need not be limited to, mastery  
130 examination results, under section 10-14n, as amended by this act, and  
131 graduation and school dropout rates. Notwithstanding the provisions  
132 of this section, for the fiscal years ending June 30, 2009, to June 30,  
133 2015, inclusive, the amount of grants payable to local or regional  
134 boards of education under this section shall be reduced  
135 proportionately if the total of such grants in such year exceeds the  
136 amount appropriated for such grants for such year.

137 Sec. 3. Section 10-17j of the general statutes is repealed and the  
138 following is substituted in lieu thereof (*Effective July 1, 2015*):

139 (a) If a local or regional board of education is not able to hire a  
140 sufficient number of certified bilingual education teachers for a school  
141 year, the board of education [may] shall apply to the Commissioner of  
142 Education for permission to use a certified teacher of English as a  
143 second language to fill its need and the commissioner may grant such  
144 request for good cause shown.

145 (b) The Department of Education shall promote and encourage  
146 teacher exchange programs and provide information to local and  
147 regional boards of education on such programs in order to increase  
148 foreign language proficiency and cultural understanding.

149 Sec. 4. (*Effective from passage*) The Department of Education shall

150 study the feasibility of using regional educational service centers to  
151 assist local and regional boards of education with a low enrollment of  
152 eligible students under subsection (b) of section 10-17f of the general  
153 statutes, as amended by this act, in the provision of programs of  
154 bilingual education and language transition and academic support  
155 services. Such programs and services may include, but need not be  
156 limited to, English as second language programs, sheltered English  
157 programs, English immersion programs or other research-based  
158 language development programs, as described in section 10-17f of the  
159 general statutes, as amended by this act. Not later than January 1, 2016,  
160 the department shall submit a report on its findings and  
161 recommendations to the joint standing committee of the General  
162 Assembly having cognizance of matters relating to education, in  
163 accordance with the provisions of section 11-4a of the general statutes.

164       Sec. 5. (NEW) (*Effective July 1, 2015*) Not later than July 1, 2016, the  
165 Department of Education, in consultation with public institutions of  
166 higher education, persons with expertise in bilingual education  
167 programming and bilingual education teachers, shall develop  
168 standards for determining whether an extension of a bilingual  
169 education program is necessary for an eligible student, as described in  
170 section 10-17f of the general statutes, as amended by this act, following  
171 thirty months in such bilingual education program, pursuant to  
172 subsection (d) of section 10-17f of the general statutes, as amended by  
173 this act.

174       Sec. 6. (NEW) (*Effective July 1, 2015*) Not later than July 1, 2016, the  
175 Department of Education shall provide information to local and  
176 regional boards of education about (1) research-based practices on how  
177 to involve parents and legal guardians of eligible students in the  
178 language acquisition process, and (2) native language accommodations  
179 for students on the state-wide mastery examination, administered  
180 pursuant to section 10-14n of the general statutes, as amended by this  
181 act.

182       Sec. 7. Subsection (a) of section 10-220a of the general statutes is

183 repealed and the following is substituted in lieu thereof (*Effective July*  
184 *1, 2015*):

185 (a) Each local or regional board of education shall provide an in-  
186 service training program for its teachers, administrators and pupil  
187 personnel who hold the initial educator, provisional educator or  
188 professional educator certificate. Such program shall provide such  
189 teachers, administrators and pupil personnel with information on (1)  
190 the nature and the relationship of drugs, as defined in subdivision (17)  
191 of section 21a-240, and alcohol to health and personality development,  
192 and procedures for discouraging their abuse, (2) health and mental  
193 health risk reduction education which includes, but need not be  
194 limited to, the prevention of risk-taking behavior by children and the  
195 relationship of such behavior to substance abuse, pregnancy, sexually  
196 transmitted diseases, including HIV-infection and AIDS, as defined in  
197 section 19a-581, violence, teen dating violence, domestic violence, child  
198 abuse and youth suicide, (3) the growth and development of  
199 exceptional children, including handicapped and gifted and talented  
200 children and children who may require special education, including,  
201 but not limited to, children with attention-deficit hyperactivity  
202 disorder or learning disabilities, and methods for identifying, planning  
203 for and working effectively with special needs children in a regular  
204 classroom, including, but not limited to, implementation of student  
205 individualized education programs, (4) school violence prevention,  
206 conflict resolution, the prevention of and response to youth suicide  
207 and the identification and prevention of and response to bullying, as  
208 defined in subsection (a) of section 10-222d, except that those boards of  
209 education that implement any evidence-based model approach that is  
210 approved by the Department of Education and is consistent with  
211 subsection (d) of section 10-145a, sections 10-222d, 10-222g and 10-  
212 222h, subsection (g) of section 10-233c and sections 1 and 3 of public  
213 act 08-160, shall not be required to provide in-service training on the  
214 identification and prevention of and response to bullying, (5)  
215 cardiopulmonary resuscitation and other emergency life saving  
216 procedures, (6) computer and other information technology as applied

217 to student learning and classroom instruction, communications and  
218 data management, (7) the teaching of the language arts, reading and  
219 reading readiness for teachers in grades kindergarten to three,  
220 inclusive, (8) second language acquisition in districts required to  
221 provide a program of bilingual education pursuant to section 10-17f, as  
222 amended by this act, (9) the requirements and obligations of a  
223 mandated reporter, and (10) the teacher evaluation and support  
224 program adopted pursuant to subsection (b) of section 10-151b. Each  
225 local and regional board of education may allow any paraprofessional  
226 or noncertified employee to participate, on a voluntary basis, in any in-  
227 service training program provided pursuant to this section. The State  
228 Board of Education, within available appropriations and utilizing  
229 available materials, shall assist and encourage local and regional  
230 boards of education to include: (A) Holocaust and genocide education  
231 and awareness; (B) the historical events surrounding the Great Famine  
232 in Ireland; (C) African-American history; (D) Puerto Rican history; (E)  
233 Native American history; (F) personal financial management; (G)  
234 domestic violence and teen dating violence; (H) mental health first aid  
235 training; (I) second language acquisition, including, but not limited to,  
236 language development and culturally responsive pedagogy; and [(I)]  
237 [(I)] topics approved by the state board upon the request of local or  
238 regional boards of education as part of in-service training programs  
239 pursuant to this subsection.

240 Sec. 8. (NEW) (*Effective July 1, 2015*) The Department of Education  
241 shall annually collect and disaggregate student data on the mastery  
242 examination, conducted pursuant to section 10-14n of the general  
243 statutes, as amended by this act, for students in bilingual education  
244 programs for the purposes of monitoring (1) the academic progress of  
245 students in bilingual education programs, and (2) the quality of  
246 bilingual education programs offered by local and regional boards of  
247 education. Not later than July 1, 2016, and annually thereafter, the  
248 Department of Education shall submit a report on its findings  
249 regarding such student data to the joint standing committee of the  
250 General Assembly having cognizance of matters relating to education,



251 in accordance with the provisions of section 11-4a of the general  
252 statutes.

253       Sec. 9. (*Effective July 1, 2015*) (a) For the school years commencing  
254 July 1, 2015, and July 1, 2016, the Department of Education, in  
255 consultation with public institutions of higher education and persons  
256 with expertise in language acquisition, shall administer an English  
257 language learner pilot program. The department shall select the  
258 following participants for inclusion in the pilot program: (1) Three  
259 school districts with the highest total number of English language  
260 learner students, (2) the school district with the highest percentage of  
261 English language learner students to total student population, and (3)  
262 a regional educational service center that serves the region with the  
263 greatest need for services and support for English language learner  
264 students. Participants in the pilot program shall develop language  
265 acquisition plans for English language learner students that (A) are  
266 research-based, (B) are developed in consultation with the department,  
267 public institutions of higher education or persons with expertise in  
268 language acquisition, and (C) take into consideration such things as the  
269 size of the school district or region, the characteristics of the English  
270 language learner student population, the geography and demography  
271 of the school district or region, the number of bilingual education  
272 teachers and the native languages of the student population.

273       (b) The English language learner pilot program established under  
274 this section shall be evaluated by an independent evaluator from an  
275 institution of higher education or a professional evaluator with  
276 expertise in language acquisition. Not later than October 1, 2017, such  
277 evaluation shall be submitted to the Department of Education and the  
278 joint standing committee of the General Assembly having cognizance  
279 of matters relating to education, in accordance with the provisions of  
280 section 11-4a of the general statutes.

281       Sec. 10. Section 10-14n of the general statutes is repealed and the  
282 following is substituted in lieu thereof (*Effective July 1, 2015*):

283 (a) As used in this section, "mastery examination" means an  
284 examination or examinations, approved by the State Board of  
285 Education, that measure essential and grade-appropriate skills in  
286 reading, writing, mathematics or science.

287 (b) (1) For the school year commencing July 1, 2013, and each school  
288 year thereafter, each student enrolled in grades three to eight,  
289 inclusive, and grade ten or eleven in any public school shall, annually,  
290 take a mastery examination in reading, writing and mathematics.

291 (2) For the school year commencing July 1, 2013, and each school  
292 year thereafter, each student enrolled in grade five, eight, ten or eleven  
293 in any public school shall, annually, in March or April, take a state-  
294 wide mastery examination in science.

295 (c) Mastery examinations pursuant to subsection (b) of this section  
296 shall be (1) provided by and administered under the supervision of the  
297 State Board of Education, and (2) for the school year commencing July  
298 1, 2017, and each school year thereafter, offered in the five most  
299 common native languages of eligible students in bilingual education  
300 programs, pursuant to section 10-17f, as amended by this act, taking  
301 such mastery examinations.

302 (d) The scores on each component of the mastery examination for  
303 each tenth or eleventh grade student may be included on the  
304 permanent record and transcript of each such student who takes such  
305 examination. For each tenth or eleventh grade student who meets or  
306 exceeds the state-wide mastery goal level on any component of the  
307 mastery examination, a certification of having met or exceeded such  
308 goal level shall be made on the permanent record and the transcript of  
309 each such student and such student shall be issued a certificate of  
310 mastery for such component. Each tenth or eleventh grade student  
311 who fails to meet the mastery goal level on each component of said  
312 mastery examination may annually take or retake each such  
313 component at its regular administration until such student scores at or  
314 above each such state-wide mastery goal level or such student

315 graduates or reaches age twenty-one.

316 (e) No public school may require achievement of a satisfactory score  
317 on a mastery examination, or any subsequent retest on a component of  
318 such examination as the sole criterion of promotion or graduation.

319 (f) For the school year commencing July 1, 2015, and each school  
320 year thereafter, the scores on each component of the mastery  
321 examination for eligible students in bilingual education programs,  
322 pursuant to section 10-17f, as amended by this act, for less than twenty  
323 consecutive months shall not be used for purposes of calculating the  
324 school performance index, pursuant to section 10-223e, or the district  
325 performance index, pursuant to section 10-262u, as amended by this  
326 act.

327 Sec. 11. (*Effective from passage*) Not later than July 1, 2017, the  
328 Department of Education shall develop mastery examinations,  
329 administered pursuant to section 10-14n of the general statutes, as  
330 amended by this act, in the five most common native languages of  
331 eligible students in bilingual education programs, pursuant to section  
332 10-17f of the general statutes, as amended by this act. In developing  
333 such native language mastery examinations, the department shall first  
334 develop a mastery examination in the native language that is most  
335 common among such eligible students and develop subsequent  
336 mastery examinations according the next most common native  
337 language among such eligible students. The department shall give  
338 priority in the development of such mastery examinations to the five  
339 most common native languages of such eligible students.

340 Sec. 12. Section 10-151b of the general statutes is repealed and the  
341 following is substituted in lieu thereof (*Effective July 1, 2015*):

342 (a) The superintendent of each local or regional board of education  
343 shall annually evaluate or cause to be evaluated each teacher, and for  
344 the school year commencing July 1, 2013, and each school year  
345 thereafter, such annual evaluations shall be the teacher evaluation and

346 support program adopted pursuant to subsection (b) of this section.  
347 The superintendent may conduct additional formative evaluations  
348 toward producing an annual summative evaluation. An evaluation  
349 pursuant to this subsection shall include, but need not be limited to,  
350 strengths, areas needing improvement, strategies for improvement and  
351 multiple indicators of student academic growth. Claims of failure to  
352 follow the established procedures of such teacher evaluation and  
353 support program shall be subject to the grievance procedure in  
354 collective bargaining agreements negotiated subsequent to July 1, 2004.  
355 In the event that a teacher does not receive a summative evaluation  
356 during the school year, such teacher shall receive a "not rated"  
357 designation for such school year. The superintendent shall report (1)  
358 the status of teacher evaluations to the local or regional board of  
359 education on or before June first of each year, and (2) the status of the  
360 implementation of the teacher evaluation and support program,  
361 including the frequency of evaluations, aggregate evaluation ratings,  
362 the number of teachers who have not been evaluated and other  
363 requirements as determined by the Department of Education, to the  
364 Commissioner of Education on or before June thirtieth of each year.  
365 For purposes of this section, the term "teacher" shall include each  
366 professional employee of a board of education, below the rank of  
367 superintendent, who holds a certificate or permit issued by the State  
368 Board of Education.

369 (b) Except as provided in subsection (d) of this section, not later  
370 than September 1, 2013, each local and regional board of education  
371 shall adopt and implement a teacher evaluation and support program  
372 that is consistent with the guidelines for a model teacher evaluation  
373 and support program adopted by the State Board of Education,  
374 pursuant to subsection (c) of this section. Such teacher evaluation and  
375 support program shall be developed through mutual agreement  
376 between the local or regional board of education and the professional  
377 development and evaluation committee for the school district,  
378 established pursuant to subsection (b) of section 10-220a. If a local or  
379 regional board of education is unable to develop a teacher evaluation

380 and support program through mutual agreement with such  
381 professional development and evaluation committee, then such board  
382 of education and such professional development and evaluation  
383 committee shall consider the model teacher evaluation and support  
384 program adopted by the State Board of Education, pursuant to  
385 subsection (c) of this section, and such board of education may adopt,  
386 through mutual agreement with such professional development and  
387 evaluation committee, such model teacher evaluation and support  
388 program. If a local or regional board of education and the professional  
389 development and evaluation committee are unable to mutually agree  
390 on the adoption of such model teacher evaluation and support  
391 program, then such board of education shall adopt and implement a  
392 teacher evaluation and support program developed by such board of  
393 education, provided such teacher evaluation and support program is  
394 consistent with the guidelines adopted by the State Board of  
395 Education, pursuant to subsection (c) of this section. Each local and  
396 regional board of education may commence implementation of the  
397 teacher evaluation and support program adopted pursuant to this  
398 subsection in accordance with a teacher evaluation and support  
399 program implementation plan adopted pursuant to subsection (d) of  
400 this section.

401 (c) (1) [On] Subject to the provisions of subsection (e) of this section,  
402 on or before July 1, 2012, the State Board of Education shall adopt, in  
403 consultation with the Performance Evaluation Advisory Council  
404 established pursuant to section 10-151d, guidelines for a model teacher  
405 evaluation and support program. Such guidelines shall include, but  
406 not be limited to, (A) the use of four performance evaluations  
407 designators: Exemplary, proficient, developing and below standard;  
408 (B) the use of multiple indicators of student academic growth and  
409 development in teacher evaluations; (C) methods for assessing student  
410 academic growth and development; (D) a consideration of control  
411 factors tracked by the state-wide public school information system,  
412 pursuant to subsection (c) of section 10-10a, that may influence teacher  
413 performance ratings, including, but not limited to, student

414 characteristics, student attendance and student mobility; (E) minimum  
415 requirements for teacher evaluation instruments and procedures,  
416 including scoring systems to determine exemplary, proficient,  
417 developing and below standard ratings; (F) the development and  
418 implementation of periodic training programs regarding the teacher  
419 evaluation and support program to be offered by the local or regional  
420 board of education or regional educational service center for the school  
421 district to teachers who are employed by such local or regional board  
422 of education and whose performance is being evaluated and to  
423 administrators who are employed by such local or regional board of  
424 education and who are conducting performance evaluations; (G) the  
425 provision of professional development services based on the  
426 individual or group of individuals' needs that are identified through  
427 the evaluation process; (H) the creation of individual teacher  
428 improvement and remediation plans for teachers whose performance  
429 is developing or below standard, designed in consultation with such  
430 teacher and his or her exclusive bargaining representative for certified  
431 teachers chosen pursuant to section 10-153b, and that (i) identify  
432 resources, support and other strategies to be provided by the local or  
433 regional board of education to address documented deficiencies, (ii)  
434 indicate a timeline for implementing such resources, support, and  
435 other strategies, in the course of the same school year as the plan is  
436 issued, and (iii) include indicators of success including a summative  
437 rating of proficient or better immediately at the conclusion of the  
438 improvement and remediation plan; (I) opportunities for career  
439 development and professional growth; and (J) a validation procedure  
440 to audit evaluation ratings of exemplary or below standard by the  
441 department or a third-party entity approved by the department.

442 (2) The State Board of Education shall, following the completion of  
443 the teacher evaluation and support pilot program, pursuant to section  
444 10-151f, and the submission of the study of such pilot program,  
445 pursuant to section 10-151g, review and may revise, as necessary, the  
446 guidelines for a model teacher evaluation and support program and  
447 the model teacher evaluation and support program adopted under this

448 subsection.

449 (d) A local or regional board of education may phase in full  
450 implementation of the teacher evaluation and support program  
451 adopted pursuant to subsection (b) of this section during the school  
452 years commencing July 1, 2013, and July 1, 2014, pursuant to a teacher  
453 evaluation and support program implementation plan adopted by the  
454 State Board of Education, in consultation with the Performance  
455 Evaluation Advisory Council, not later than July 1, 2013. The  
456 Commissioner of Education may waive the provisions of subsection  
457 (b) of this section and the implementation plan provisions of this  
458 subsection for any local or regional board of education that has  
459 expressed an intent, not later than July 1, 2013, to adopt a teacher  
460 evaluation program for which such board requests a waiver in  
461 accordance with this subsection.

462 (e) Any teacher performance evaluation conducted under a teacher  
463 evaluation and support program, adopted pursuant to subsection (b)  
464 of this section, shall not include, for purposes of using multiple  
465 indicators of student academic growth and development, any student  
466 performance data on the mastery examination, administered pursuant  
467 to section 10-14n, as amended by this act, of eligible students in  
468 bilingual education programs, pursuant to section 10-17f, as amended  
469 by this act, for less than twenty consecutive months.

470 Sec. 13. Subsection (d) of section 10-262u of the general statutes is  
471 repealed and the following is substituted in lieu thereof (*Effective July*  
472 *1, 2015*):

473 (d) The local or regional board of education for a town designated  
474 as an alliance district may apply to the Commissioner of Education, at  
475 such time and in such manner as the commissioner prescribes, to  
476 receive any increase in funds received over the amount the town  
477 received for the prior fiscal year pursuant to subsection (a) of section  
478 10-262i. Applications pursuant to this subsection shall include  
479 objectives and performance targets and a plan that may include, but

not be limited to, the following: (1) A tiered system of interventions for the schools under the jurisdiction of such board based on the needs of such schools, (2) ways to strengthen the foundational programs in reading, through the intensive reading instruction program pursuant to section 10-14u, to ensure reading mastery in kindergarten to grade three, inclusive, with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and teacher professional development, (3) additional learning time, including extended school day or school year programming administered by school personnel or external partners, (4) a talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b, and adopted by each local or regional board of education. Such talent strategy may include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness, (5) training for school leaders and other staff on new teacher evaluation models, (6) provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program, (7) provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models, (8) provisions for implementing and furthering state-wide education standards adopted by the State Board of Education and all activities and initiatives associated with such standards, (9) provisions for the enhancement of bilingual education programs, pursuant to section 10-17f, as amended by this act, or other language acquisition services to English language learners, and ~~[(9)]~~ (10) any additional categories or goals as determined by the commissioner. Such plan shall demonstrate collaboration with key stakeholders, as identified by the commissioner, with the goal of



515 achieving efficiencies and the alignment of intent and practice of  
516 current programs with conditional programs identified in this  
517 subsection. The commissioner may (A) require changes in any plan  
518 submitted by a local or regional board of education before the  
519 commissioner approves an application under this subsection, and (B)  
520 permit a local or regional board of education, as part of such plan, to  
521 use a portion of any funds received under this section for the purposes  
522 of paying tuition charged to such board pursuant to subdivision (1) of  
523 subsection (k) of section 10-264l or subsection (b) of section 10-264o.

524       Sec. 14. (NEW) (*Effective July 1, 2015*) Not later than July 1, 2016,  
525 each regional educational service center shall conduct a survey of  
526 English language learner services and bilingual education programs  
527 provided in the region serviced by the regional educational service  
528 center for the purpose of identifying the need for enhanced or new  
529 English language learner services and bilingual education programs  
530 provided by the regional educational service center. Such survey shall  
531 include, but need not be limited to, (1) an inventory of English  
532 language learner services and bilingual education programs provided  
533 by local and regional boards of education to public school students, (2)  
534 the number of students receiving English language learner services or  
535 enrolled in bilingual education programs provided by a local or  
536 regional board of education, (3) the total cost incurred by each school  
537 district for all such s English language learner services and bilingual  
538 education programs and the cost incurred by each school district for  
539 each such English language learner service and bilingual education  
540 program. Each regional educational service center shall develop and  
541 maintain its own survey procedure and may conduct subsequent  
542 surveys as necessary.

543       Sec. 15. (*Effective from passage*) Each regional educational service  
544 center shall study the feasibility of such regional educational service  
545 center providing and administering new English language learner  
546 services and bilingual education programs that are of equal or greater  
547 quality than those currently provided by local or regional boards of

548 education in the region serviced by such regional educational service  
 549 center. The feasibility study shall (1) identify new and current English  
 550 language learner services and bilingual education programs provided  
 551 by the regional educational service center, (2) take into account the  
 552 areas of need identified in the survey conducted pursuant to section 14  
 553 of this act, (3) include a consideration of the infrastructure, planning,  
 554 personnel, funding and additional needs required to initiate and  
 555 maintain English language learner services and bilingual education  
 556 programs provided by the regional educational service center, and (4)  
 557 include recommendations for sites for future English language learner  
 558 services and bilingual education programs provided by the regional  
 559 education service center and a timeline for the implementation of such  
 560 English language learner services and bilingual education programs.  
 561 Not later than October 1, 2016, each regional educational service center  
 562 shall submit such feasibility study to the State Board of Education and  
 563 the joint standing committee of the General Assembly having  
 564 cognizance of matters relating to education, in accordance with the  
 565 provisions of section 11-4a of the general statutes.

This act shall take effect as follows and shall amend the following sections:

Section 1	<i>July 1, 2015</i>	10-17f
Sec. 2	<i>July 1, 2015</i>	10-17g
Sec. 3	<i>July 1, 2015</i>	10-17j
Sec. 4	<i>from passage</i>	New section
Sec. 5	<i>July 1, 2015</i>	New section
Sec. 6	<i>July 1, 2015</i>	New section
Sec. 7	<i>July 1, 2015</i>	10-220a(a)
Sec. 8	<i>July 1, 2015</i>	New section
Sec. 9	<i>July 1, 2015</i>	New section
Sec. 10	<i>July 1, 2015</i>	10-14n
Sec. 11	<i>from passage</i>	New section
Sec. 12	<i>July 1, 2015</i>	10-151b
Sec. 13	<i>July 1, 2015</i>	10-262u(d)
Sec. 14	<i>July 1, 2015</i>	New section
Sec. 15	<i>from passage</i>	New section

***ED***

*Joint Favorable Subst. C/R*

APP